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ABSTRACT

This resource contains a teaching manual, reproducible student workbook, and color teaching poster, which were designed to accompany a 2-part, 34-minute videotape, but may be adapted for independent use. Part 1 of the program, "The Old Kingdom," explains Egyptian beliefs concerning life after death as evidenced in art, architecture and the mummification process. Part 2, "The New Kingdom," presents the stories of Queen Hatshepsut, Pharaoh Tuthmoosis III, and Pharaoh Ramesses II as deciphered through art, architecture and hieroglyphics. The Teacher's Manual gives strategies for using the videotape and student workbook. A timeline of ancient Egypt and a list of filmstrip frames is provided. The student workbook includes worksheets requiring written and/or drawn responses, simplified explanations of the videotape program information, an illustrated iconography of Egyptian deities, and student quizzes. The poster presents a cross section of the Great Pyramid, diagrams of various Egyptian architectural sites, a map, timeline, and an illustrated iconography. (MM)

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ED 461 545

Look and Do Ancient Egypt

Teacher's Manual: Primary Program, Ancient Egypt Art & Architecture

[and]

Workbook: The Art and Architecture of Ancient Egypt

[and]

K-4 Videotape

History through Art and Architecture

Ann Campbell Luce

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TEACHER'S MANUAL

LOOK and DO

PRIMARY PROGRAM

ANCIENT EGYPT ART & ARCHITECTURE

Turning on a child's mind to the excitement of the ancient world of EGYPTIAN ART and ARCHITECTURE, helps primary students see their own world with new eyes.

BEFORE YOU BEGIN. . . . . .

The sequence of **"looking and doing"** on the following pages is carefully planned to help your primary students get the most out of this program. Please **follow the step-by-step instructions** on the following pages. For best results, the workbooks must be worked through from beginning to end.

Depending on the reading level of the students, either read the questions and stories in the workbook aloud and have them fill in the answers, or have them read and complete the workbook activities themselves.

EGYPT - THE OLD KINGDOM

THINGS TO DO FIRST:

Hand out **LOOK and DO Workbooks** to students.
Put up the **EGYPTIAN POSTER** on the board.
Ask each student to write **their name and address** on the inside front cover of their **WORKBOOK.**

PAGE

1. By locating Egypt on a globe, students can **relate Egypt to where they live,** and compare the two countries.

2. When the students draw their bedroom and favorite toys and games, it allows them to **relate** more easily to **the Egyptian belief of taking things with them into the next life.**

3. By **learning new vocabulary** words the students increase their **abilities to see.** It is difficult to see and understand something new if there is no word to identify it.

   NOW PUT ON THE FIRST EGYPT VIDEO OR SOUND FILMSTRIP - THE OLD KINGDOM.

4. This page **simplifies the complexity** of an Egyptian noble-person's burial place, the mastaba or tomb-house, by relating its various rooms to places a student is familiar with.

5. The questions should make them look more closely at the mastaba. By drawing a **statue** of themselves in the **serdab,** the students will realize how important the statue was in securing the immortality of the soul, or ka, of the nobleperson.

6 Explains the **mummification** process.

7. This page, MAKING A MUMMY, can be done as a class project, if you wish. This fun activity lightens up the seriousness of the preceding page.

8. This page should bring the student a **greater understanding of what he/she does well,** and make him/her feel important.

9. This is a chance for the students to use their imaginations in creating the **ka travelling by boat.**

10 - 11. These two pages show the Egyptian nobleperson believed that each person had to work hard to attain life after death. **OPTIONAL discussion question:** "What do **you** think happens after death?"

12-13. This page brings the students an understanding of the enormous difficulty of constructing the complex pyramids with only primitive tools. They also understand that the pyramids were built to glorify the pharaoh.

14. The purpose here is to show that many of our tools, today, resemble those of the ancient Egyptians.

15. This is perhaps the **most current theory** on **how the pyramids were built.** The invention of the wheel had not yet come to Egypt when the pyramids were built.

16 -17. WHAT HAPPENED WHEN THE KING OR PHARAOH DIED, allows the students to **picture** the complex ceremonies and **what happened in the City of the Dead.** OPTIONAL: What can this be compared to, today?

PUT ON THE OLD KINGDOM VIDEO OR SOUND FILMSTRIP AGAIN, BUT THIS TIME WITHOUT THE SOUND. LET THE STUDENTS TALK ABOUT IT.

REVIEW WHAT THEY HAVE SEEN ON THE WALL POSTER

EGYPT - THE NEW KINGDOM

PAGE

18. This activity shows them the "Egyptian pose." If they stand in it as well as draw it, they will always be able to recognize it when they see it again.

19. The **new vocabulary** will quicken a student's ability to see and understand some of the more difficult architectural terms that follows.

20-21. The story of Queen Hatshepsut usurping the throne from her stepson, Tuthmosis III, brings a human touch to Egyptian history. Her magnificent temple at Deir-el-Bahari **blends architecture with the landscape** and **nature** around it, a tradition that was carried on by Frank Lloyd Wright and other modern architects. This helps students relate "ancient" to "modern."

22-23. The **Clerestory Window** was an Egyptian invention, the outgrowth of which was the great Gothic Cathedrals. We still use the clerestory window in our architecture today. The students will **understand the construction** more easily if they build it themselves. By learning something about Pharaoh Ramesses II, students realize he was a real person. They will be able to place him in the context of ancient history.

24-25. Here students begin to **understand the principals of deciphering hieroglyphics.** If you have any books on EGYPTIAN art in your library, ask the students to try to recognize some of the picture signs on page 25.

26-28. It is important for students to understand **how an archeologist works,** how he or she knows where to dig and what they conclude from what they find. Most of our knowledge of ancient history is based on archeological findings. Pretending to BE AN ARCHEOLOGIST helps students understand the challenge and fascination of archeology.(page 28 is meant to be BLANK)

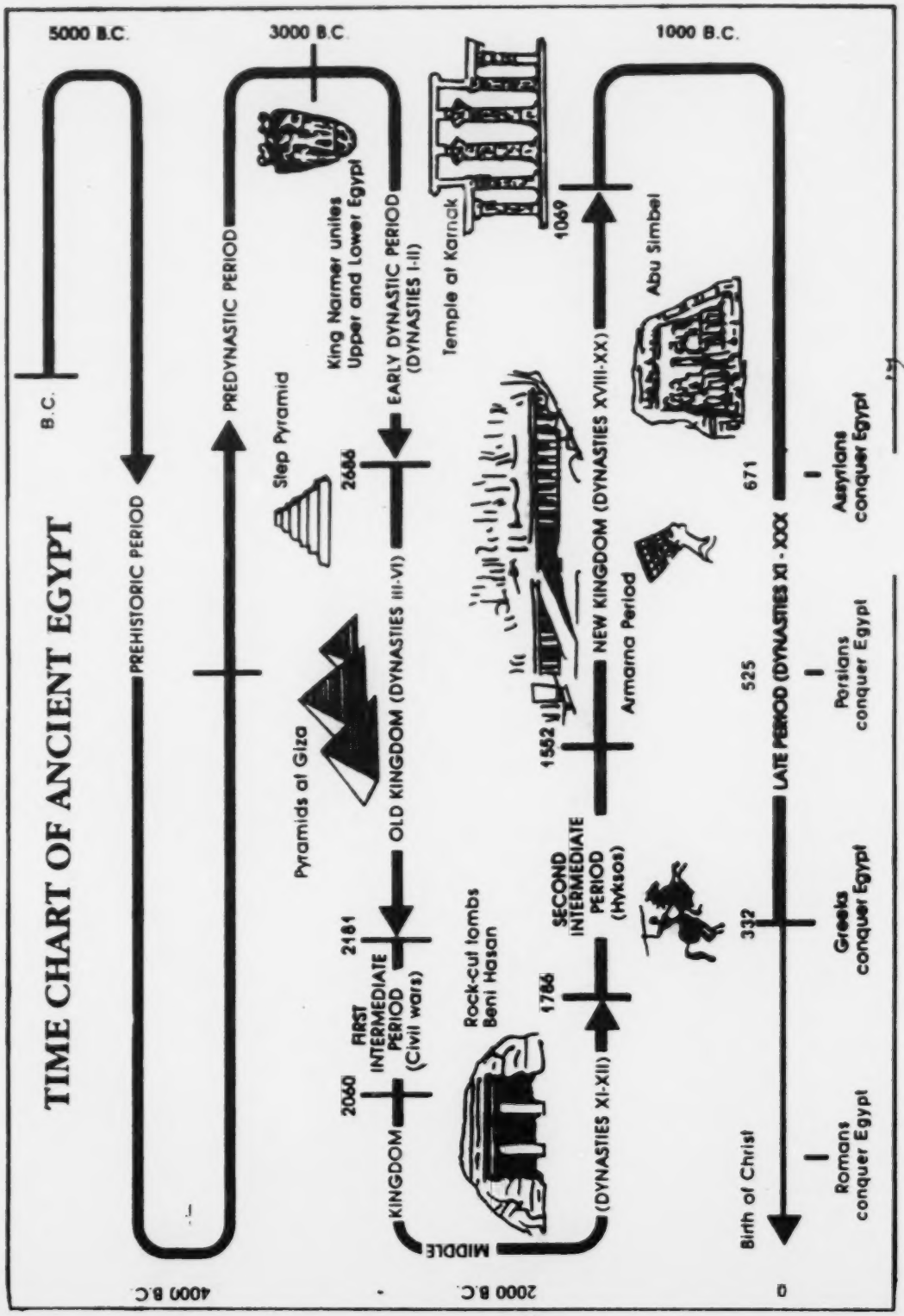
29. This page stresses the importance of the discovery of Tutankhamun's tomb, the only un-robbed tomb. It completely corroborates **the Egyptian philosophy of life after death** and the importance of luxury and comfort in the next world.

30-31 Recognizing some of the different Egyptian gods and goddesses, and what they represent, make **Egyptian wall paintings recognizable to students,** who may well study them in future years.

32. & inside back cover

The puzzles on these two pages **reiterate new vocabulary.**

Rerun Video/Filmstrip WITHOUT SOUND, DISCUSS.



7

LIST OF FRAMES FOR LOOK and DO
EGYPT: The Old Kingdom

1. TITLE: Three Pyramids of Mycerinus, Chefren and Cheops at Giza,c2500 BC
2. Map of Ancient Egypt
3. Wooden figure of young girl carrying pot, Metropolitan Mus.N.Y., Middle Kingdom, c2060 BC
4. Ancient City of the Dead at Giza, Egypt
5. Restoration drawing of ancient City of the Dead
6. Pyramid and Sphinx at Giza c 2500BC
7. Mastaba at Beni Hasan, c2060BC
8. Drawing of Mastaba
9. Mummy of a Priestess, Cairo Mus. Egypt, c1300BC
10. The God Anubis Wrapping the God Osiris in Mummy Cloth, Valley of the Kings, c1400 BC
11. Preparing the Mummy, wall painting, Valley of the Kings, c1400 BC
12. Empty Burial Chamber, Saqqara, c2700 BC
13. Necklace from a tomb, Valley of the Kings, c1300 BC
14. Toys
15. View of Saqqara
16. View of Empty Burial Chambers, at Saqqara
17. View of King Zoser looking through peephole of his serdab, c2700 BC
18. Close-up view of King Zoser
19. Wall Painting of Nobleman Plowing, Tombs of the Nobles, c1400 BC
20. Hunting in the Marshes, Menna's Tomb, Thebes, c1400 BC
21. Statue of Mereruka, returning from Land of the Dead through false door, c2500 BC
22. Boat travelling through underworld river of Tuart, wall painting, c1400 BC
23. Nobleman Ani in his boat on way to Land of the Dead, c1400 BC
24. Drawing of the "Weighing of the Soul," Book of the Dead, c1400 BC
25. Detail of above
26. Painting from a page of the Book of the Dead, c1400 BC
27. Drawing of mastaba
28. Three Pyramids at Giza c 2500 BC
29. Looking up Great Pyramid of Cheops c2500 BC
30. Drawing of tools
31. Boat model from Middle Kingdom tomb, Met. Mus. N.Y., c2060 BC
32. Drawing of building a pyramid
33. Left: Robbers' entrance into Great Pyramid; right: Original entrance
34. Grand Gallery, Great Pyramid
35. Burial Chamber of Cheops, Great Pyramid
36. Drawing of Three Pyramids at Giza
37. Detail of boat, Middle Kingdom
38. Drawing of Chefren's Temple at Giza
39. Cheop's Sarcophagus inside Great Pyramid at Giza
40. The Great Pyramid with cedar boat
41. Seated statue of Pharaoh Chefren, Cairo Mus. c2500 BC
42. Sphinx, Giza c2500 BC
43. Two views of Great Pyramid
44. View of Three Pyramids at Giza
45. END: Looking up Great Pyramid

LIST OF FRAMES FOR LOOK and DO

EGYPT: The New Kingdom

1. TITLE: Gold Mummy of Tutankhamun, Cairo Mus. c 1350BC
2. Nobleman Hesire, wood panel, Cairo Mus., c 2650BC
3. Full view of Hesire
4. Head of Hesire and full figure
5. Menna's daughter, from Menna's tomb, Tombs of the Nobles, c 1400 BC
6. Ladies applying make-up, Tombs of the Nobles, Nakht's Tomb, c 1400BC
7. Wall painting, Nakht's Tomb
8. Musicians and Dancers, Nakht's Tomb
9. Drawing of Re the Sun God, and Amun, powerful god of the New Kingdom
10. Seth, Wall painting, Valley of the Kings, c1400BC
11. Anubis wrapping the body of the God Osiris, Valley of the Kings, c 1400 BC
12. Osiris, God of the Dead, dressed as a mummy, Valley of the Kings
13. Queen Hatshepsut's Temple at Deir-el-=Bahari, c 1500 BC
14. Closer view of above
15. Two statues of Queen Hatshepsut, c 1500 BC
16. Two statues of Queen Hatshepsut dressed as a pharaoh
17. View of upper level of Queen Hatshepsut's Temple and rock cliffs
18. View of Queen Hatshepsut's chapel
19. Another view of Queen's Temple
20. Two statues of Tuthmoosis III, c 1490 BC
21. Temple at Luxor, Thebes, c 1390 BC
22. Entrance to Temple at Luxor, and close up of Ramesses II statue
23. Queen Nefertari, standing next to Ramesses'II 's foot and another at his knee
24. Two views of Ramesses II's mummy, c1290 BC
25. Two views of entrance pylons and interior courtyard, Temple at Luxor
26. Two views of huge columns Temple at Luxor
27. 'View of Lotus bud columns and capitals, Temple at Luxor
28. View of papyrus columns and capitals, Temple at Luxor
29. Restoration drawing of interior of temple
30. Model of Hyperstyle Hall at Temple of Karnak, Thebes
31. Drawing of CLERESTORY WINDOWS
32. High Gothic Cathedral of Amiens, France, c 1200 AD
33. Queen Nefertiti, c 1360 BC
34. Valley of the Kings, Thebes, today
35. View of excavated tomb of Pharaoh Tutankhamun, Valley of the Kings.
36. Tutankhamun and his wife Ankesenamun on throne from Tut's tomb
37. Photograph of Lord Carnavon, 1920 AD
38. View of sealed entrance door into Tutankhamun's tomb
39. Tourists and reporters gathered at opening of the tomb
40. Carter and Lord Carnavon looking into tomb
41. Tutankhamun's gold throne found inside tomb
42. Left: Tutankhamun riding a gold panther; right: a Guardian
43. Anubis guarding entrance
44. Golden shrine with goddesses guarding it
45. Sarcophagus and one of body fitting coffins of Tutankhamun
46. Temple at Luxor
47. Hyperstyle Hall at Karnak with clerestory windows
48. Second body fitting coffin of Tutankhamun
49. END:Temple of Queen Hatshepsut at Deir-el Bahari

A WORD ABOUT THE AUTHOR

Ann Campbell Luce

Ann Campbell Luce received her B.A. from Vassar in Art History and her M.A. from the Univ. of Colorado. She taught art and art history at Hannah Moore Academy in Baltimore, Miss Fine's School in Princeton, N.J. and Brooklyn Friends' School in N.Y.

She is the author of seven children's books, including *Painting: How to Look at Great Art, Start to Draw*, and *Let's Find Out About Color*, all published by Franklin Watts.

The *"History Through Art and Architecture"* series came about as a result of her masters thesis project while at C.U. Her slide-lectures became so popular they were eventually taped. Working with the Social Studies Department at Boulder High School in Boulder CO, the *"History Through Art & Architecture"* series was developed to be used as an interdisciplinary total teaching unit to integrate art and history in the High School.

These programs were later scaled down for use in Grades 4 - 9, and most recently, unique new programs introducing the basic concepts of history, art and architecture were developed for Primary Grades.

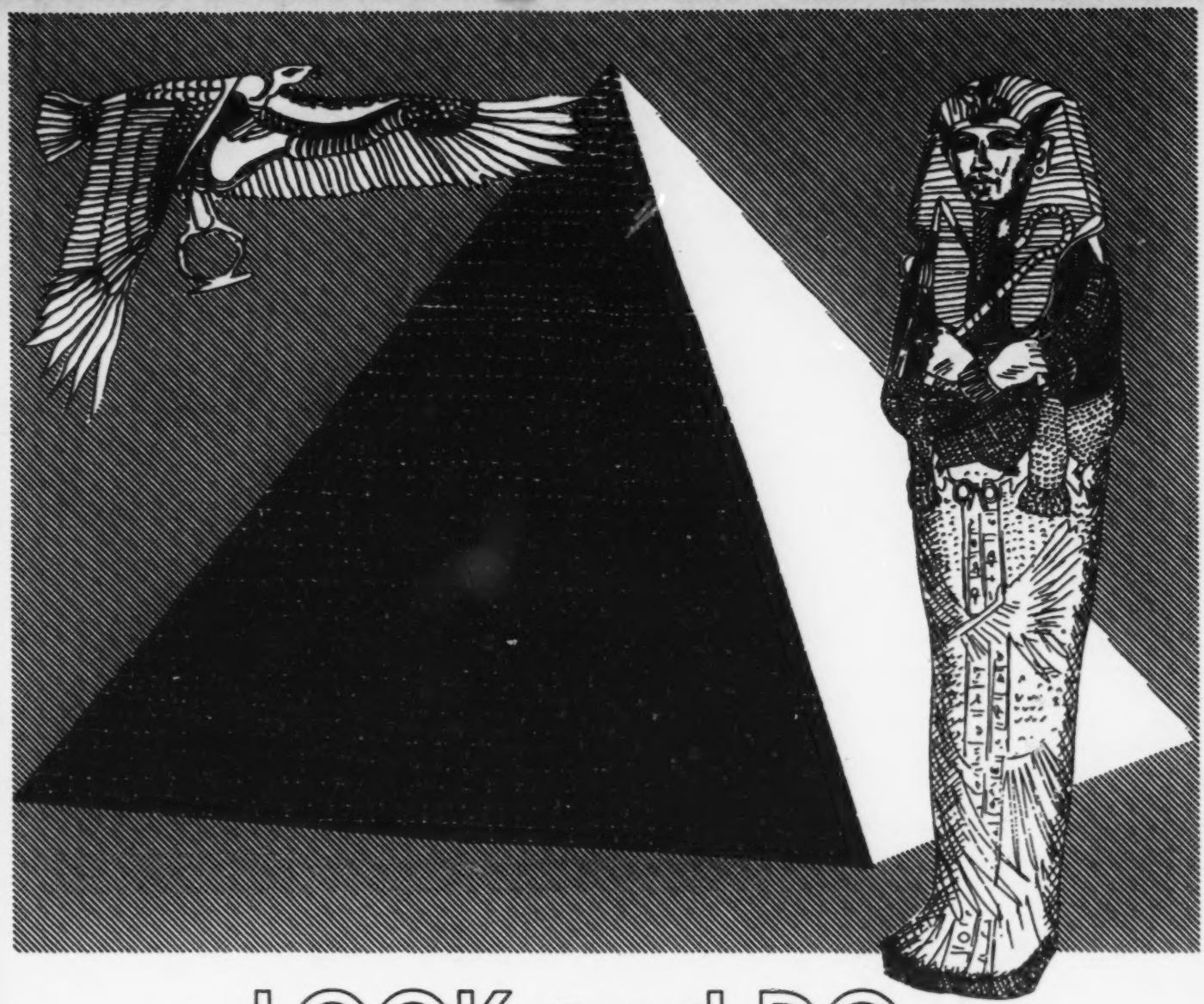
CONSULTANTS

Dr. Charles A. Qualley

Charles A. Qualley is Professor of Art Education and Director of the Division of Art Education in the Fine Arts Department of the University of Colorado-Boulder. He is author of *Art for the Elementary Teacher*, published as a course text by the University of Colorado and of *Safety in the Artroom*, published by Davis Publications. He has also written over 30 articles which have appeared in such professional publications as Art Education, Studies in Art Education, Arts and Activities and School Arts, and is author of the NAEA publication *NAEA Goals for the Schools: an Interpretation*. Dr. Qualley is currently president of the National Art Education Association and serves on national advisory committees for the National Endowment for the arts and for the Marie Walsh Sharpe Foundation. His B.F.E. degree in art is from Drake University and he holds an M.A. in Art Education and an M.F.A. in Printmaking and Art History from the University of Iowa and an Ed.D. from Illinois State University in Art Education.

Dr. Carolyn Topping

Dr. Carolyn Topping, Early Childhood Specialist, is Principal of Mapleton Elementary School in Boulder, Colorado. She graduated from the University of Wisconsin, received her Masters from the University of New Mexico, and her Ph. D. from the University of CO. She has had 23 years of experience in education and curriculum related activities in Wisconsin, New Mexico and Colorado. She is also the parent of two teen-agers.



LOOK and DO

WORKBOOK

the ART and ARCHITECTURE of

ANCIENT EGYPT

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by Ann Campbell

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THIS WORKBOOK BELONGS TO:

NAME_____

ADDRESS _____

CITY _____ STATE _____

Page 27
Queen Nefertiti. c1360 BC

ANSWERS TO
PICTURE SIGNS p. 25
pirate·teacher·rainbow·staring

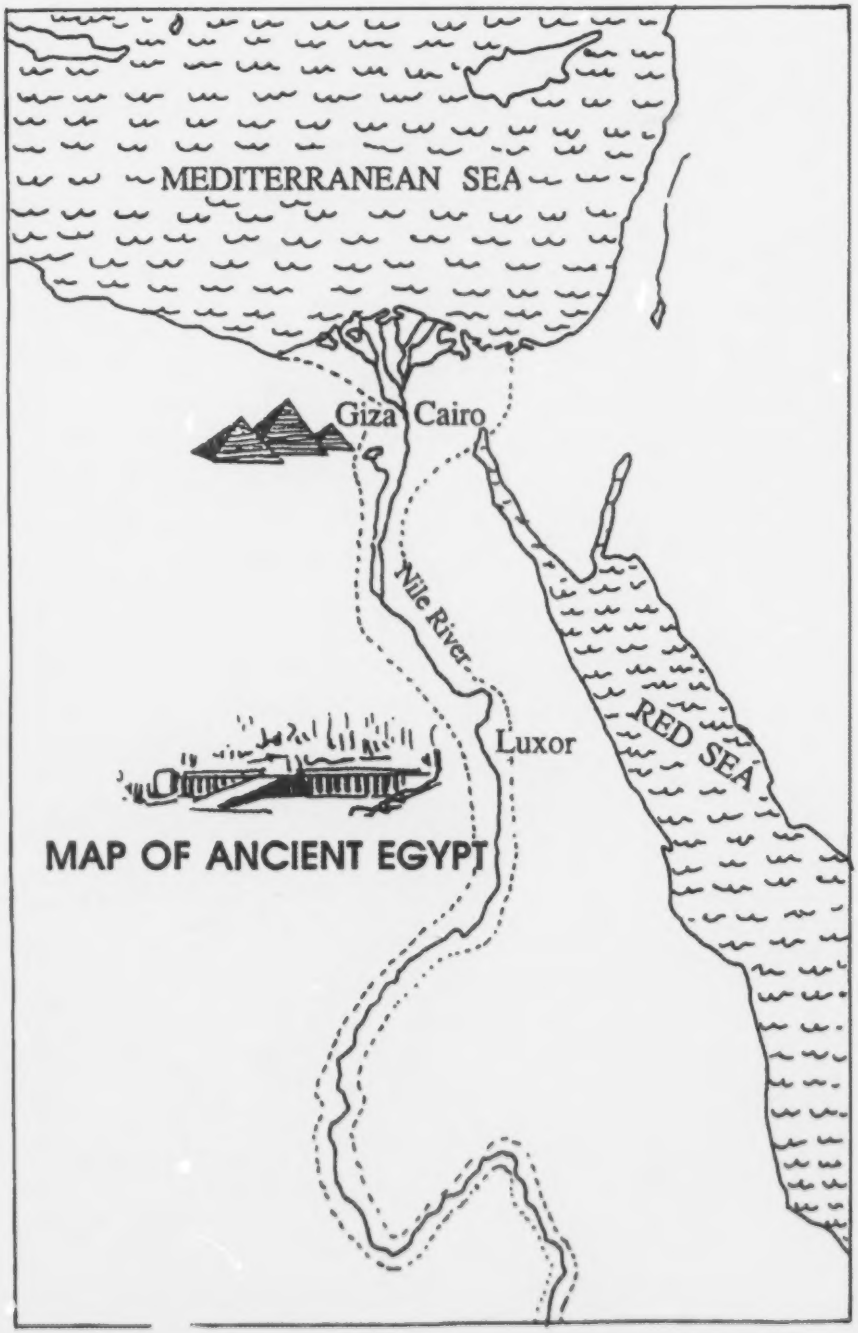
E	G	Y	P	T	I	A	N		X
Q	S	Y	Y	O	K	J	V		P
T	T	U	R	S	Q	Z	X		H
E	A	M	A	S	T	A	B		A
M	T	E	M	S	X	V	B		R
P	U	M	I	T	O	M	B		A
L	E	I	D	K	L	S	M		O
E	Y	W	S	Z	K	A	O		H
C	O	L	U	M	N	S	P		Q

ANSWER TO "LOOP A
WORD" PUZZLE ON
INSIDE BACK COVER

ANSWER TO "FILL IN
THE WORDS" PUZZLE
ON PAGE 32

ANCIENT EGYPT is a country faraway in the northern part of Africa. It touches the Mediterranean Sea on the north and the Red Sea on the east. Egypt is green and fertile only where the Nile River flows. The rest of Egypt is hot, dry desert. Try to find Egypt on a globe of the world. Where is Egypt from where you live?

COLOR both the Mediterranean Sea and the Red Sea with a cold color like blue.
COLOR the fertile, green land along the Nile River a cool color like green.
COLOR the rest of Egypt a hot color like red or orange.



MAP OF ANCIENT EGYPT

2

WHAT DO YOU HAVE IN YOUR BEDROOM? In the square below draw your bedroom. Be sure to put in your bed, the door, your bureau and, of course, some of your favorite toys and games. Use lots of bright colors.

The ancient Egyptians believed that after they died their soul, called the KA, would live forever in the Land of the Dead. They put into their tombs all the things they thought their soul or ka might like to play with and use in the next life. Just like you, each person had his or her favorite toy or game.

WORDS ABOUT EGYPTIAN ART AND ARCHITECTURE

Copy each word on the line next to it. This will help you know the word when you hear it in the Video or Sound Filmstrip program.

City of the Dead _____

Old Kingdom _____

mastaba _____

tomb _____

nobleperson _____

burial chamber _____

sarcophagus _____

Ka _____

mummy _____

scara b _____

serdab _____

statue _____

chapel _____

False Door _____

pharaoh _____

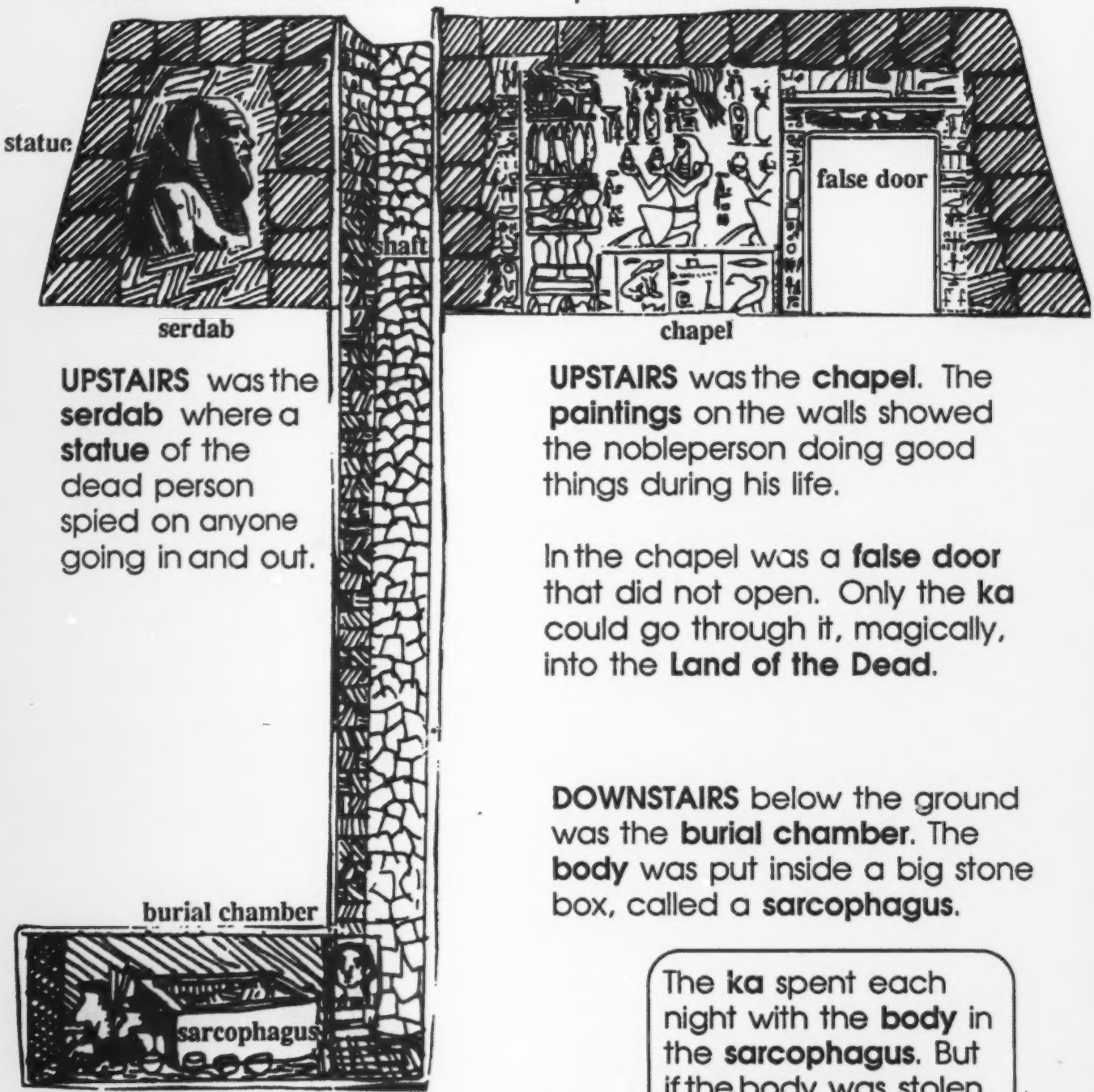
pyramid _____

Land of the Dead _____

Ask your teacher to put on the first Video or Sound Filmstrip on ancient Egyptian Art and Architecture of the Old Kingdom

MASTABA

This is a tomb-house for the **KA** to live in forever. It is called a **MASTABA**. The mastaba had an upstairs and downstairs.



UPSTAIRS was the **serdab** where a **statue** of the dead person spied on anyone going in and out.

UPSTAIRS was the **chapel**. The **paintings** on the walls showed the nobleperson doing good things during his life.

In the chapel was a **false door** that did not open. Only the **ka** could go through it, magically, into the **Land of the Dead**.

DOWNSTAIRS below the ground was the **burial chamber**. The **body** was put inside a big stone box, called a **sarcophagus**.

The **ka** spent each night with the **body** in the **sarcophagus**. But if the body was stolen, the **ka** slept with the **statue in the serdab.**

A **treasure** of toys, games, a bed, cooking pots and even gold was put into the burial chamber for the **ka** to use.

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TRY TO ANSWER THESE QUESTIONS ABOUT THE MASTABA.

1. Where in the mastaba did the Egyptians put the dead body?_____

2. Where did they put the treasure?_____

3. Where did they put the statue of the dead person?_____

_____

4. Where was the false door?_____

5. Which room had paintings that were meant to show the gods how good the nobleperson had been during his or her life?_____

6. Who or what spied on people coming in or out of the mastaba?_____

IN THE SPACE BELOW, OR ON A LARGER SHEET OF PAPER, DRAW A PICTURE OF A STATUE PEEKING OUT THROUGH THE PEEP HOLES IN THE SERDAB. MAKE THE STATUE LOOK LIKE YOU.

6

THE MUMMY

Before the Egyptians put the dead body into the burial chamber, they dried it out to preserve it. They made a **MUMMY.**

- First the Egyptians put the heart and other parts into jars.
- They packed the body with salt to dry it out.
- Then they soaked it in oils like a pickle to preserve it.
- Next they wrapped the body in long strips of cloth, called **MUMMY CLOTH.**
- A **SCARAB**, a blue stone in the shape of a beetle, was wrapped up inside the mummy, for good luck.
- Then the mummy was covered with wax and a new face was painted on its head.
- Prayers were said to Osiris, God of the Dead.
- A **stone** was put on the mummy's mouth which would allow it to talk in the Land of the Dead.

This mummy is covered with a coffin, that fits its body. ⟶
COLOR IT WITH BRIGHT COLORS

← **COLOR THIS SCARAB BLUE**

The Egyptians believed that the **KA came back each night to sleep with the body in the burial chamber.** If anything happened to the body, the **Ka could sleep with the statue in the serdab.** If robbers stole **BOTH the body and the statue,** then, the **ka would die.** It would not live forever.

MAKE A MUMMY
of a stuffed animal

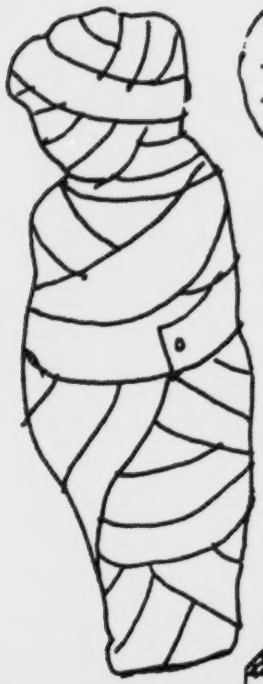
THINGS YOU WILL NEED:
stuffed animal, mummy cloth (an ace bandage, or sheet ripped into strips), glue, a paper plate, paint or crayons, a shoe box and two round stones.

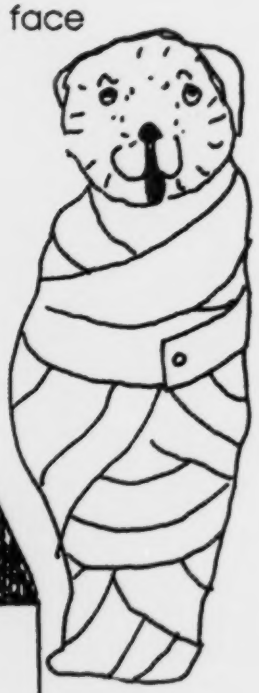
1. Wrap up stuffed animal with long strips of "mummy cloth."

2. Tuck one round stone inside "mummy cloth" as a scarab to bring good luck.

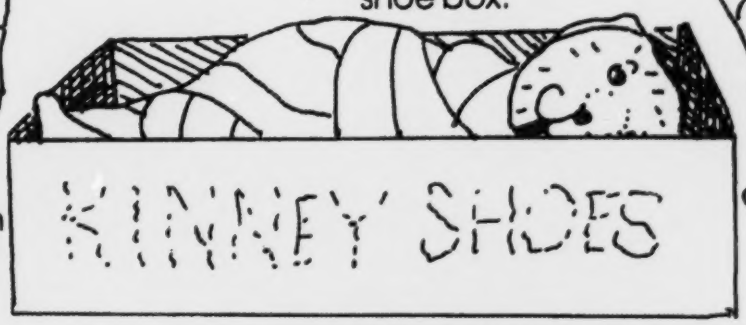
3. Glue paper plate onto head.

4. Paint a new face on it.





5. Put mummy inside sarcophagus, or shoe box.



6. Put round stone on mummy's mouth to allow it to speak in the Land of the Dead.

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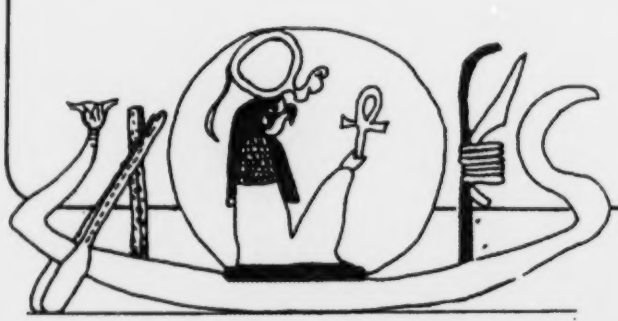
8 **Pretend that you are an Egyptian nobleperson.** Below or on a larger sheet of paper, make a wall painting for the chapel of your mastaba. For example, if you are a good skater draw yourself skating. Draw yourself in the Egyptian style. Your head should turn to the side, but your eye should face front. Your shoulders and arms should face front while your legs and feet face sideways.

THE ANCIENT EGYPTIANS BELIEVED:

The Egyptians believed that when a nobleperson died his or her soul, called the **KA,** travelled by boat through the underworld river to the Land of the Dead, in the west. Demons and crocodiles block the river. If the dead soul or ka could remember all the secret passwords, he or she would reach the Land of the Dead.

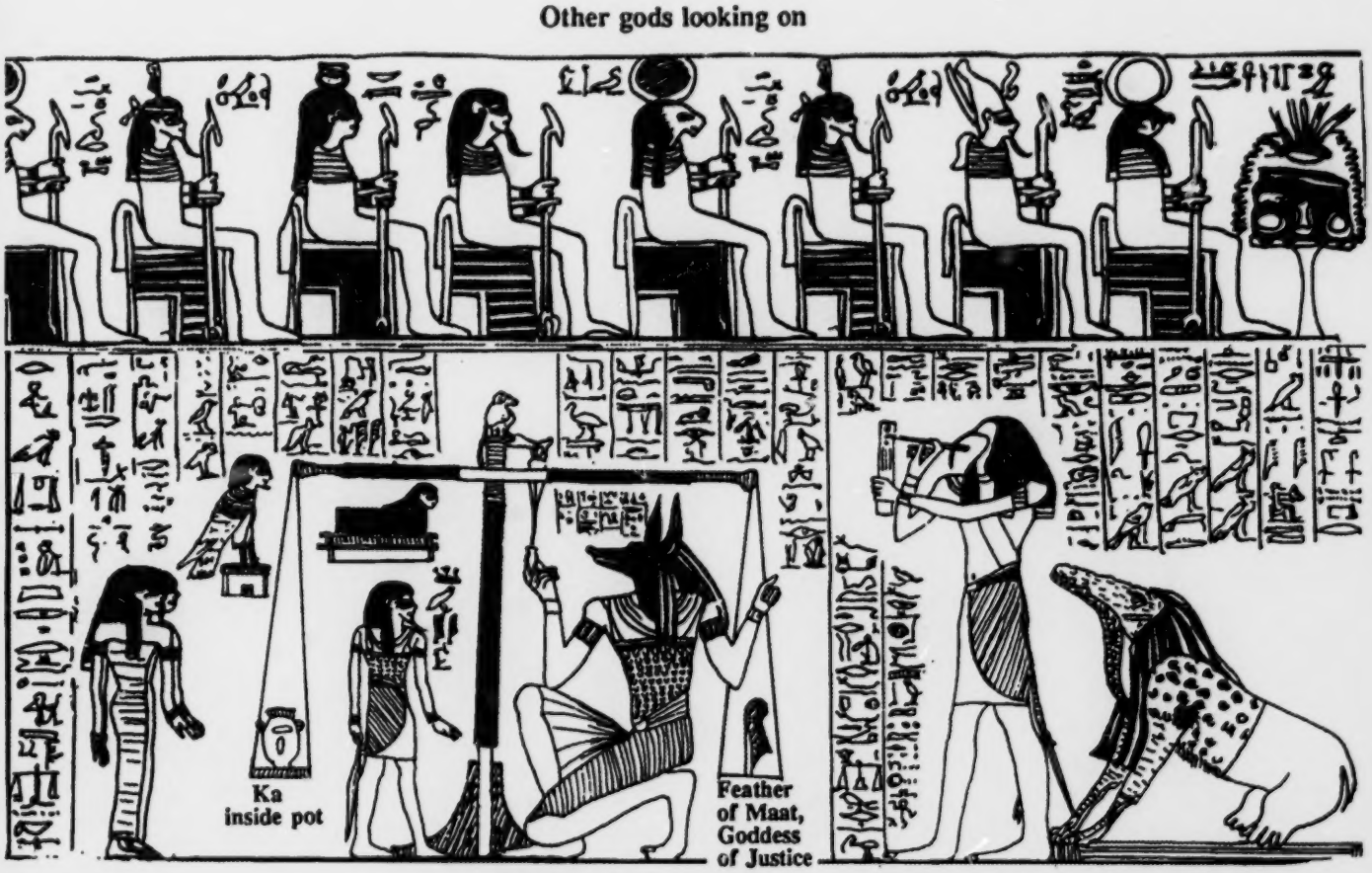
Below, or on a larger sheet of paper, **DRAW and COLOR a picture of a nobleperson** going in his or her boat through the underworld river. Put in lots of **demons** and **crocodiles.** Make the colors bright and scary!



The Sun God Re in his boat.

WEIGHING THE SOUL

Now the nobleperson has reached the Land of the Dead. Here, Anubis, the God of the Mummy, **weighs the ka** inside the pot. Can you see the pot on the scale? The God Thoth writes down the weight. If the person has been bad during his or her life, then the ka will be heavy. **If the ka is heavier than the feather of Maat, the Goddess of Justice, then the Crododile Swallower of the Dead will eat it.** He looks hungry!


Other gods looking on
Ka inside pot
Feather of Maat, Goddess of Justice
Anubis, God of the Mummy who weighs the ka
God Thoth, who keeps Records
Crocodile Swallower of the Dead

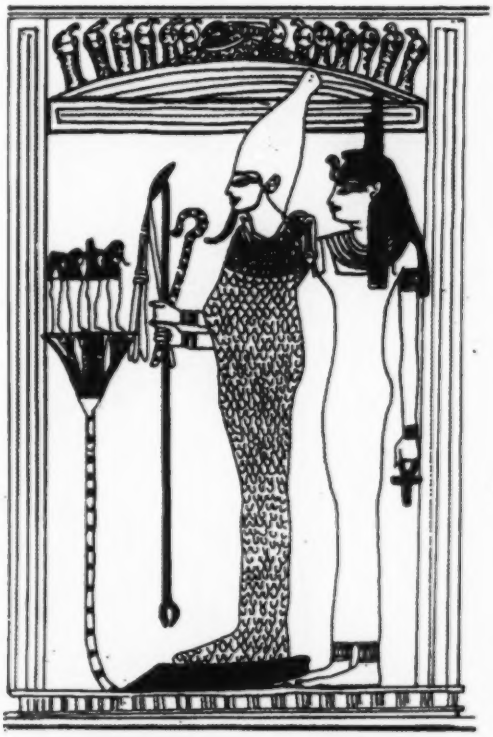
The Egyptians painted the walls of their tombs with very bright colors. **COLOR THIS PAINTING WITH BRIGHT COLORS.**

OSIRIS GOD OF THE DEAD

Luckily the ka is as light as the feather. Now the God Horus leads the nobleperson's ka to Osiris, God of the Dead. **Osiris tells him or her that they may live forever in the Land of the Dead.** The Goddess Isis, his wife, stands behind Osiris.

The nobleperson's ka

The God Horus His one eye was the Sun, the other was the Moon



Osiris, God of the Dead He is always dressed as a mummy

Isis, Wife of Osiris, Goddess of Womanhood

COLOR THIS PAINTING, TOO, WITH VERY BRIGHT COLORS.

THE GREAT PYRAMID OF PHARAOH CHEOPS

The Great Pyramid was built by Pharaoh Cheops as his tomb in about 2500 BC. It took almost 100,000 men 30 years to build this huge tomb. The Great Pyramid is 50 stories tall. It is built with two and a half million blocks of limestone.

Using sugar cubes or wooden blocks, try to build a pyramid with a square base. How would you have gotten the huge stones up to the top?

This drawing shows you the passageways and burial chambers inside the Great Pyramid. The burial chambers and some of the passageways were lined with hard black granite.

Find Pharaoh Cheops' burial chamber and color it yellow.

Five ceilings were built on top of Cheops' burial chamber to protect it. Color them blue.

Find the Queen's burial chamber. Color it green.

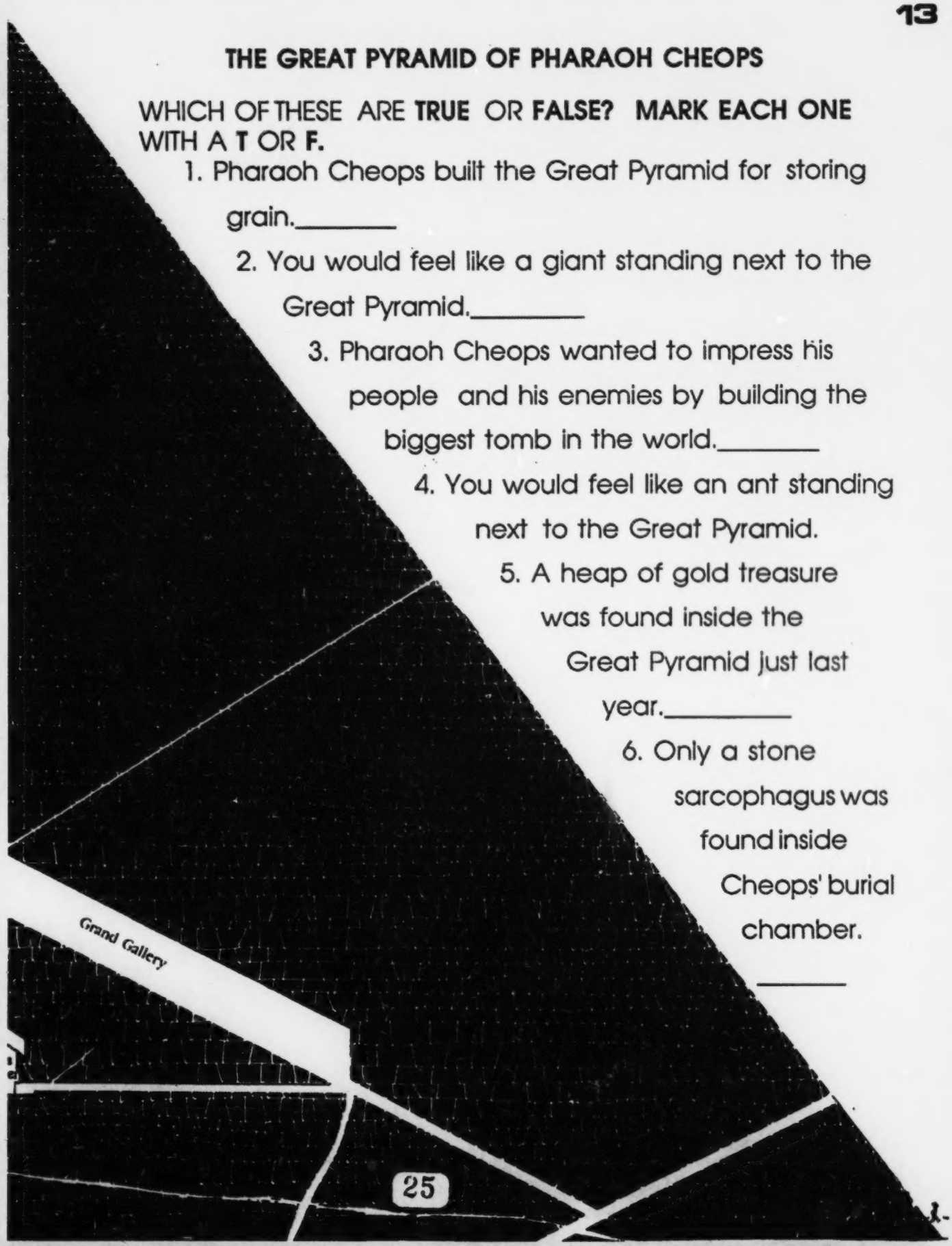
Color the Grand Gallery red.

THE GREAT PYRAMID OF PHARAOH CHEOPS

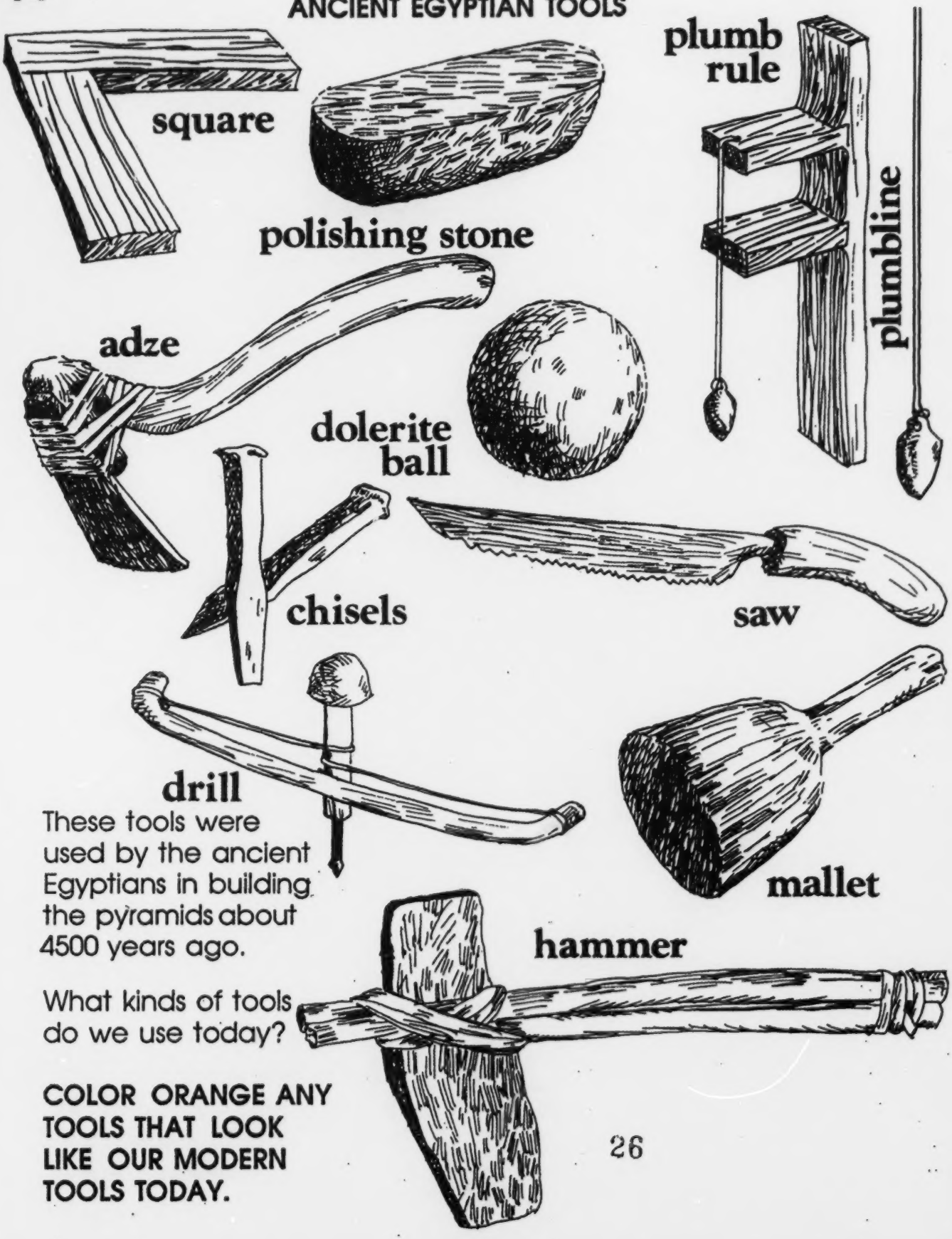
WHICH OF THESE ARE **TRUE** OR **FALSE? MARK EACH ONE WITH A T OR F.**

1. Pharaoh Cheops built the Great Pyramid for storing grain._____
2. You would feel like a giant standing next to the Great Pyramid._____
3. Pharaoh Cheops wanted to impress his people and his enemies by building the biggest tomb in the world._____
4. You would feel like an ant standing next to the Great Pyramid.
5. A heap of gold treasure was found inside the Great Pyramid just last year._____
6. Only a stone sarcophagus was found inside Cheops' burial chamber.

_____



ANCIENT EGYPTIAN TOOLS



These tools were used by the ancient Egyptians in building the pyramids about 4500 years ago.

What kinds of tools do we use today?

COLOR ORANGE ANY TOOLS THAT LOOK LIKE OUR MODERN TOOLS TODAY.

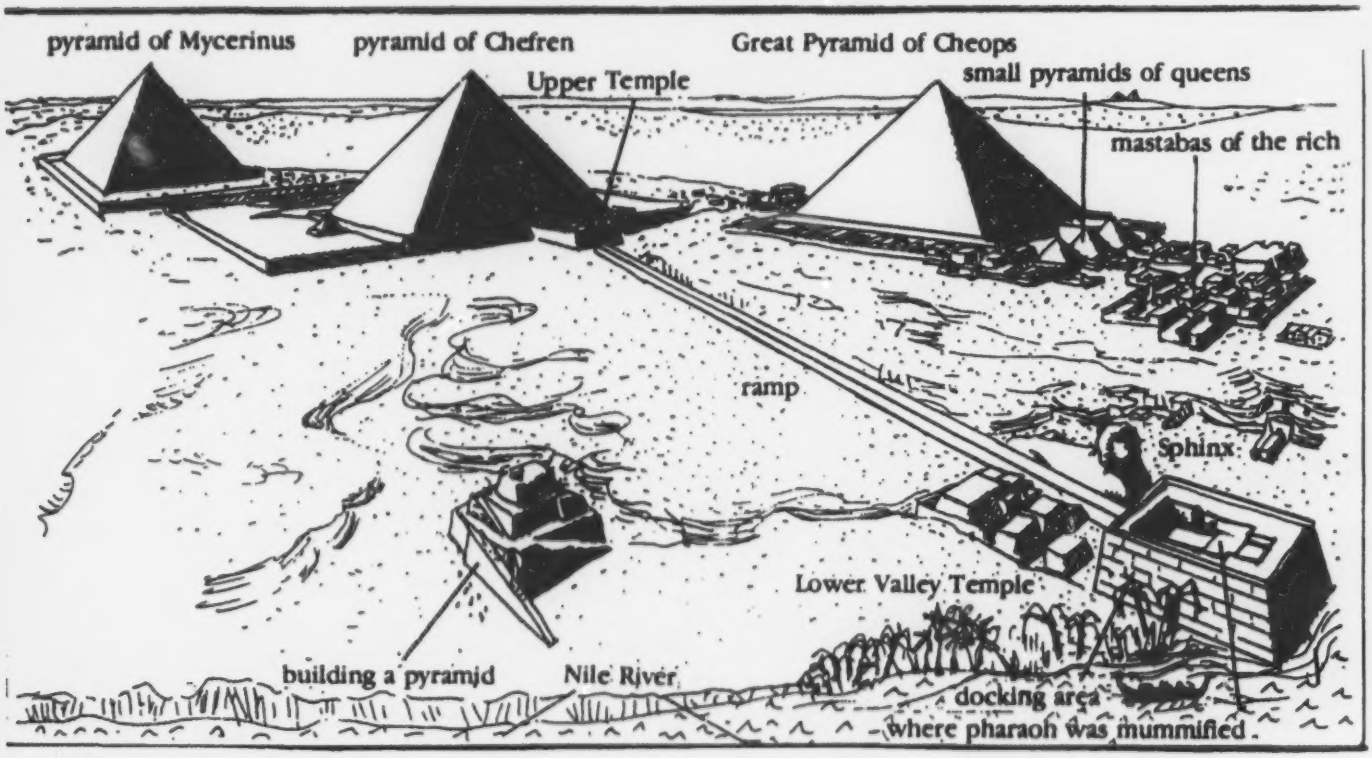
HOW THEY BUILT THE GREAT PYRAMID

Each year the Nile River flooded its banks. The farmers could not work in their fields because the fields were under water. During this flood time the farmers worked at building the Great Pyramid. They were paid in food, clothing and beer.

The men cut huge blocks of limestone from quarries nearby. They lifted the heavy stone blocks onto wooden sleds. (In 2500 BC the Egyptians had not yet invented the wheel.) Men pulled the wooden sleds up the ramps made of earth and sand that had been built alongside the pyramid. A man stood in front spilling water onto the runners. The water made the sand slippery and the sled easier to pull. Each stone block was now carefully cut to fit. Then it was pushed into place.

COLOR the picture below any way you want. DRAW a big, hot sun in the sky. Make the men look hot and tired.

GIZA - A CITY OF THE DEAD



WHAT HAPPENED WHEN THE KING OR PHARAOH DIED?

When a pharaoh died there was a grand funeral. Hundreds of barges and boats filled with weeping noblepersons and priests sailed down the Nile River from Memphis, the capital, to Giza. The largest carried the body of the king. (An Egyptian king was called a pharaoh).

The boats docked at the Lower Valley Temple on the river. Then the pharaoh's body was carried up onto its roof to be made into a mummy. At the end of 72 days, a stone was placed on its mouth to allow the pharaoh's ka to speak in the Land of the Dead.

A grand procession carried the pharaoh's mummy in its coffin up the ramp to the Upper Temple next to the pyramid. This temple had many chapels, each with a false door. Many statues of the pharaoh were put around the chapel so that the pharaoh's ka would have a place to come back to each night, in case his body was stolen.

Now the pharaoh was laid inside his stone sarcophagus, in his burial chamber, within the pyramid. Treasure was piled around it. The passageways were filled with rock and sealed. Now it was time for the king's ka to pass through the underground river to the Land of the Dead.

BEST COPY AVAILABLE

ANSWER THESE QUESTIONS

1. Where did they mummify the pharaoh's body?

_____

2. Why did they put a stone on the mummy's mouth?

_____

3. Where was the Upper Temple located?

_____

4. Where did they put the king's mummy?

_____

_____

5. Where did they put the pharaoh's treasure?

_____

6. Do you think there is still some treasure inside the pyramids?

_____

Below, or on a larger piece of paper, DRAW the grand barge carrying the body of the dead king. Or if you prefer, DRAW a boat carrying weeping noblepersons or priests.

18

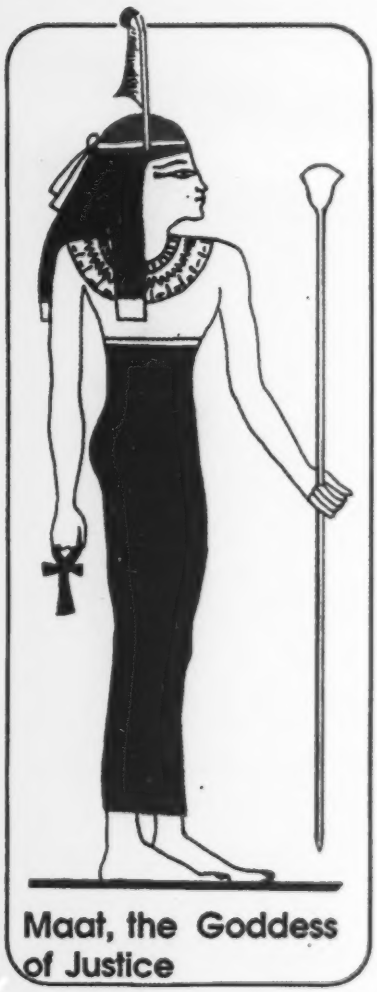
TRY STANDING IN THE EGYPTIAN POSE

Turn your **head sideways**, while your **shoulders and arms face the front.** Your **legs and feet** must also face **sideways.**

When you tried to stand in the Egyptian pose, how did you feel? **COMFORTABLE or UNCOMFORTABLE?** _____

_____

DRAW YOURSELF IN THE EGYPTIAN POSE. Don't forget to draw your eye from the front. ⟶



Maat, the Goddess of Justice

YOU

WORDS ABOUT EGYPTIAN ART AND ARCHITECTURE - PART II
Copy each word on the line next to it. This will help you know the word when you hear it in the Video or Filmstrip program.

New Kingdom _____

temple _____

ramp _____

hieroglyphics _____

pylons _____

courtyard _____

capitals _____

columns _____

papyrus _____

clerestory windows _____

archeologist _____

cartouche _____

vertical _____

Queen Hatshepsut _____

Tuthmosis III _____

Ramesses II _____

Tutankhamun _____

Ask your teacher to put on the 2nd Video or Sound Filmstrip program - Egyptian Art and Architecture of the New Kingdom

THE STORY OF QUEEN HATSHEPSUT

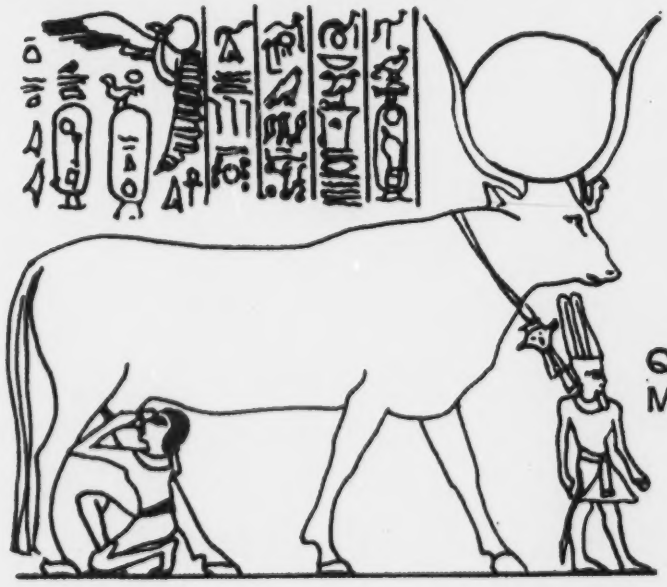
Queen Hatshepsut lived in Egypt about 1800 BC. When her husband the pharaoh died, she ruled Egypt, because her stepson, Tuthmosis III was too young. Even when he grew old enough, she still would not let him rule. She crowned herself pharaoh and ruled for 22 years. She wore men's clothes and glued a false beard to her chin.

She built a grand temple with three floors. Each floor was connected by a wide ramp. Rock cliffs rise up behind her temple.

Because the earlier pyramids had been broken into and the pharaohs' burial chambers robbed, Queen Hatshepsut hid her tomb in the deep rock cliffs behind her temple. But her sarcophagus was found smashed to pieces. Many people believe her stepson, Tuthmosis III probably poisoned her and smashed her tomb because he was so angry.

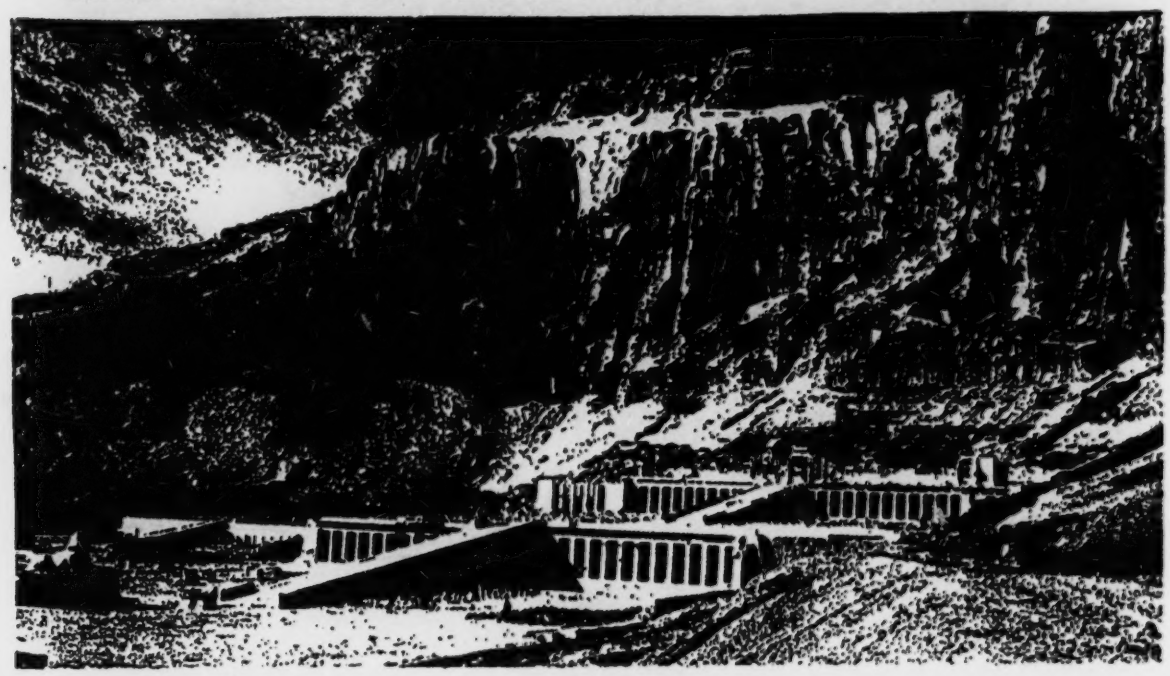
Hundreds of broken statues of the queen were found by archeologists buried in a huge pit. This is how we know the story. Tuthmosis III scratched her name off every column and wall, and put on his own name. When he finally did become pharaoh, Tuthmosis III conquered many lands for Egypt.

Queen Hatshepst



Queen Hatshepsut drinking Heavenly Milk from the Goddess Hathor

QUEEN HATSHEPSUT'S TEMPLE AT DEIR-EL-BAHARI IN EGYPT



Queen Hatshepsut's temple was built in the hot dry desert in front of very high cliffs. The temple is huge. There are vertical (up and down) lines in the temple. There are vertical lines in the huge cliffs behind it. The temple blends in very well with the landscape. **Look at the picture carefully then answer the questions below.**

1. What are the things that make the temple look like it has vertical (up and down) lines?_____

2. What were the huge ramps used for?_____

   _____

3. Do you think you would feel hot or cool walking up the ramps?_____

4. Can you see Queen Hatshepsut's hidden tomb in the cliffs behind the temple? _____

5. Why do you think she built her burial place in the cliffs?_____

   _____

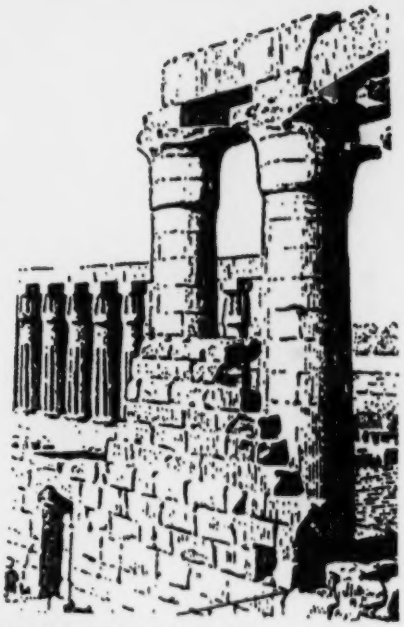
6. Have you visited or seen pictures of any buildings recently that blend into the landscape?_____ Where?_____

   _____

22

THE CLERESTORY WINDOW

The Egyptians built their **temples of stone.**



The **columns** in the temples were **tall** and fat.

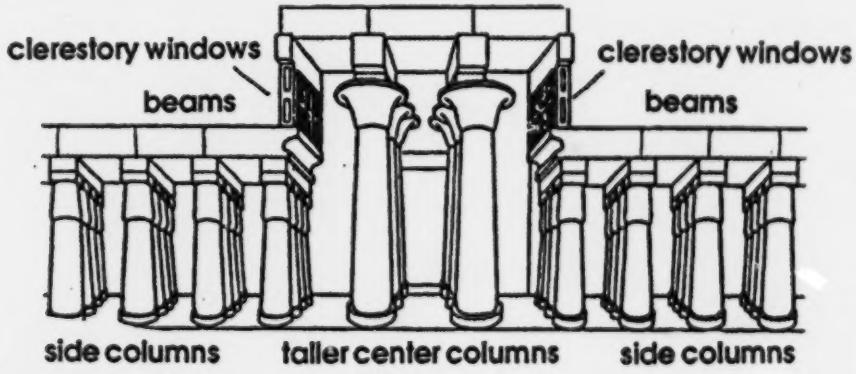
The **beams** on top of the columns were also made **of stone.** The **stone beams** had to be **short** or they would break.

Because of this the **columns** had to be put very **close together.** This made the **inside** of the temple very **dark.**

The Egyptians invented a clever way to **bring light** into their **dark temple.**

They built the **columns in the center higher than the columns on the sides.**

The **spaces left between the two roof levels** allowed light to come in. We call these spaces **CLERESTORY WINDOWS.**



COLOR the taller columns in the center **green. COLOR** the shorter columns on the sides **blue. COLOR** the stone beams **red. COLOR** the **CLERESTORY WINDOWS yellow.**

We still use the **CLERESTORY WINDOW** today. During the Middle Ages great cathedrals were built with clerestory windows.

RAMESSES II

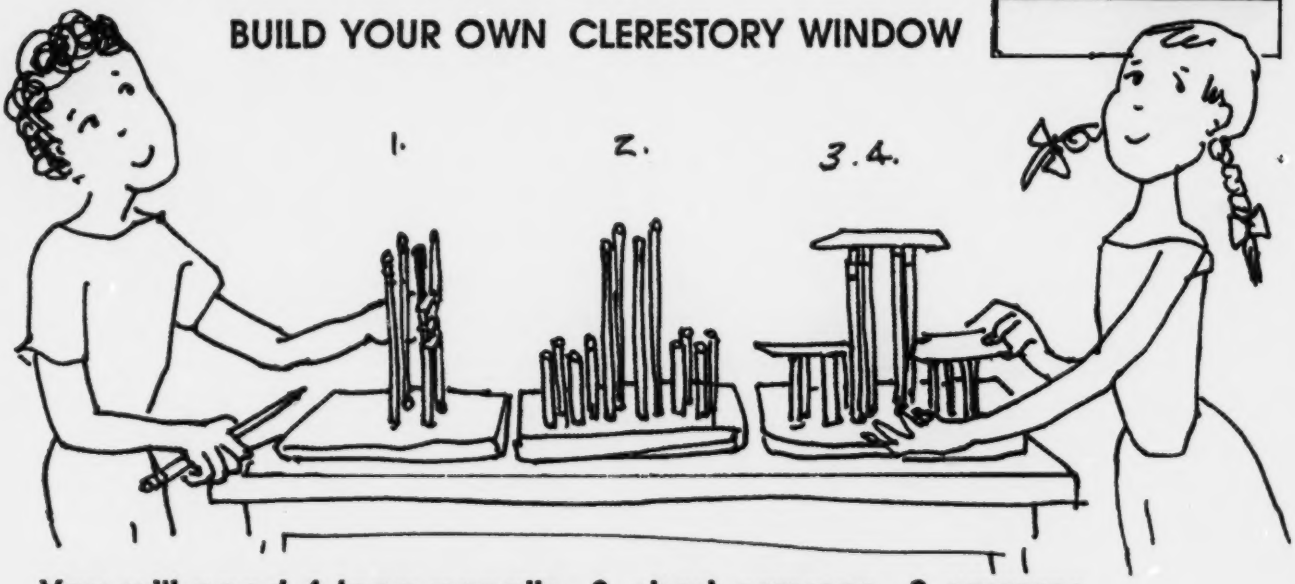
RAMESSES II was a great pharaoh. He ruled Egypt for 63 years. He had 100 children by his many wives and girl firends. Ramesses II wanted to impress his people and his enemies. He built and rebuilt many temples in Egypt. He put huge stone statues of himself into the temples and carved his name all over the colums and walls of his temples.

In this statue King Ramesses II is huge, while his wife, Queen Nefertari, is a tiny figure standing under his legs.

Answer the questions **T (true)** or **F (false)**

1. Ramesses II was shy and bashful._____
2. Ramesses II liked to put his name on the walls and columns of his temples._____
3. In the statue above, Queen Nefertari is bigger than the Pharaoh Ramesses II._____

BUILD YOUR OWN CLERESTORY WINDOW



You will need 4 long pencils, 8 short crayons, 3 squares of paper and a flat, square chunk of soft clay.

1. Stand the points of the 4 tall columns (pencils) in the center of the square, soft, piece of clay.
2. Stand 4 of the shorter columns (crayons) on **each** side, of the center columns (pencils).
3. Put a paper roof on top of the tall center columns (pencils)
4. Put a paper roof on top of the two sets of shorter columns, (crayons) on each side of the center columns.
5. **The spaces left between the 2 roof levels are clerestory windows.**

HOW DO WE KNOW ABOUT THE EGYPTIANS?

One day in 1798 AD, a French soldier was walking along the Nile River in Egypt, near a town called Rosetta. Suddenly he fell on a big stone lying on the ground. The stone had lots of writing on it. Some of the writing was in Greek. Some of it was Egyptian picture writing, called **hieroglyphics**. At that time no one knew how to read hieroglyphics.

20 years later a French scientist named **Champollion** saw that there were 3 different languages written on the stone. Each language said the same thing. This allowed Champollion to translate the hieroglyphics. That stone is called the **Rosetta Stone**.

We can now read the hieroglyphics on the walls of Egyptian tombs and temples.

Champollion

Rosetta Stone

HIEROGLYPHICS

The Egyptians invented picture writing, called hieroglyphics around 2850 BC. At first picture signs stood for real things. A picture of a cow, meant a cow.

Next came pictures that stood for phonetic sounds. When the sounds were put together, they made words.

BEE + LEAF = BELIEF

In the space above **DRAW** a **PICTURE SIGN** of a **BEE** and a **LEAF.**

These Egyptian scribes are drawing picture signs or hieroglyphics on clay tablets. **COLOR THEM in bright colors.**

HIEROGLYPHICS

Some Egyptian picture signs, or hieroglyphics

A pharaoh's name was written in picture signs or hieroglyphics. A line was drawn around them. This is called a **CARTOUCHE**.

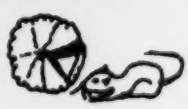
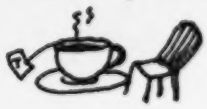
KING CHEOPS' CARTOUCHE

Try to make a **CARTOUCHE** out of your own name

Pretend that you are an Egyptian. DRAW 2 PICTURE SIGNS or hieroglyphics for each of the English words below:

staircase catfish hairbrush parking

WRITE the word you think the picture sign or hieroglyphic tells you. Each word has 2 parts.

_____ _____ _____ _____

THE ARCHEOLOGIST IN EGYPT

How have we learned about ancient Egypt? Not long ago, archeologists dug down into the ruins of temples and tombs in the desert. They found broken columns and walls. They found broken pots and statues.

What is an archeologist? An archeologist is someone who digs up the trash of people who lived long ago. The archeologist studies the trash, measures it, and takes a picture of it. Then he or she tries to figure out how many years ago the broken pot or statue was made, what it was used for and how those people once lived.

1000 years from now what would an archeologist think about your trash? Could they tell how you lived, how you played, what you ate? **BELOW MAKE A LIST OF SOME OF YOUR TRASH**

_____

_____

_____

_____

_____

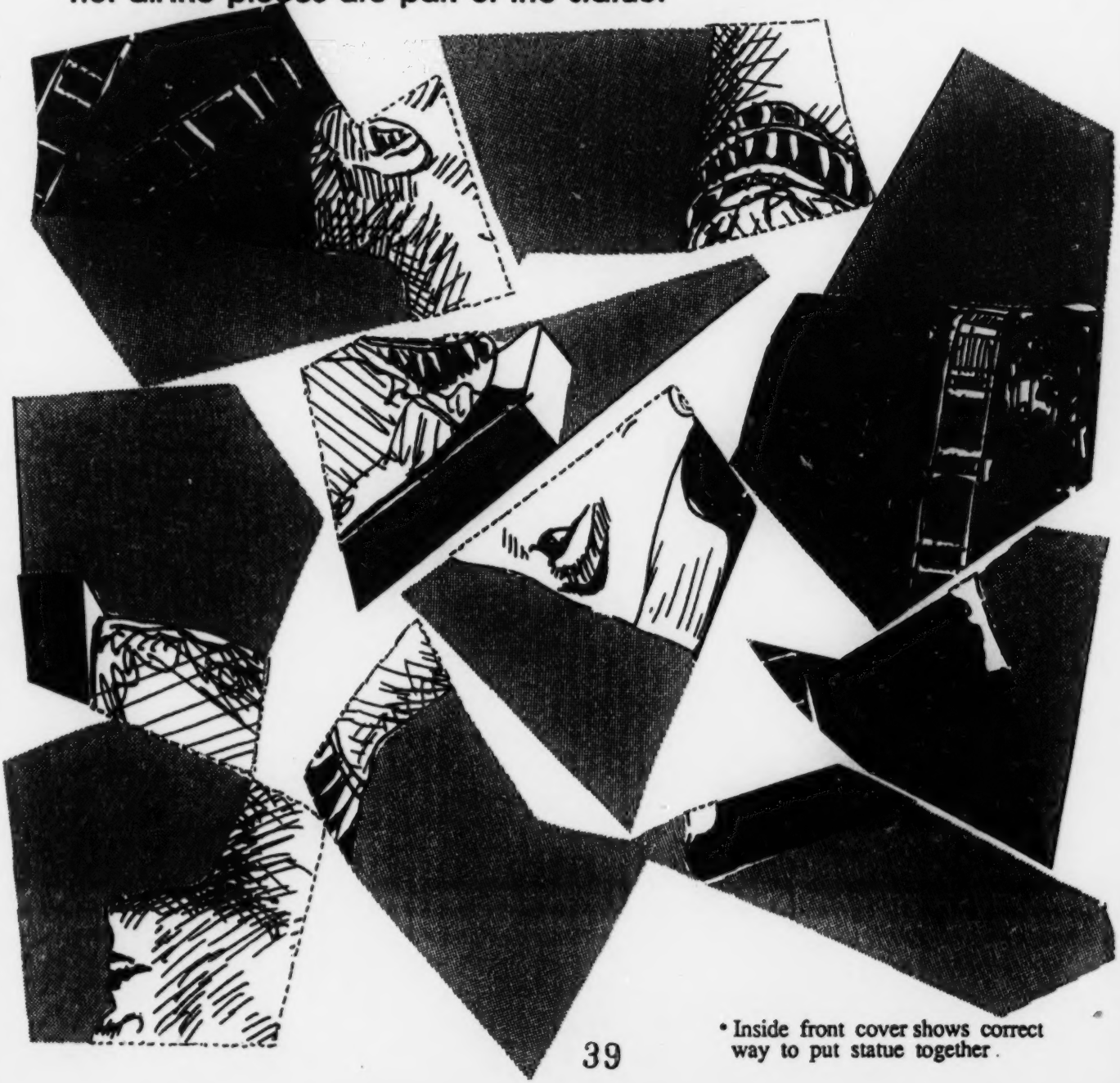
How does an archeologist know where to look for old or ancient trash? The archeologist reads old books or writings carved on walls or stone blocks. He or she learns where a king or queen might have lived, or where he or she was buried. Then they begin to dig.

This was how Howard Carter found the tomb of Tutankhamun in 1916 AD. Hieroglyphics on tomb walls told him there was still one more tomb that the other archeologists had not yet found. This was the tomb of the young pharaoh Tutankhamun.

BE AN ARCHEOLOGIST

Pretend that you are an archeologist. You have just found pieces of a broken statue in a sandy pit. You must dig them out carefully and dust them off.

Cut out the **shapes below.** Some of the shapes are pieces of the smashed statue. Some of the shapes are just stones and dirt. **Try to put the statue back together again. Remember, not all the pieces are part of the statue.**



• Inside front cover shows correct way to put statue together.

THE DISCOVERY OF TUTANKHAMUN'S TOMB

The Valley of the Kings lies in the hot, lonely desert in Egypt. Around 1300 BC the pharaohs of the New Kingdom dug their tombs into these rocky hills to hide them. But they did not stay hidden. All but one of the pharaohs' tombs were robbed soon after the pharaohs were buried.

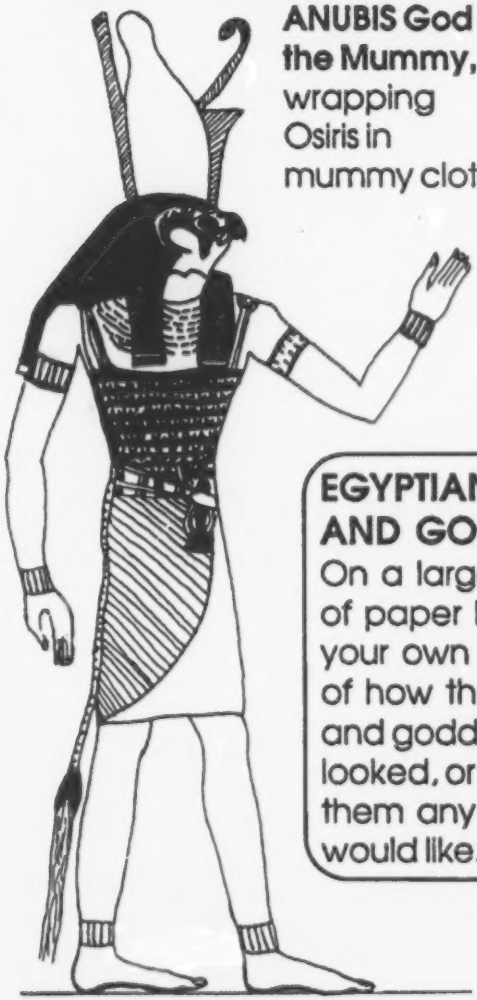
About 3000 years later, in 1916 AD, Howard Carter discovered the tomb of the young boy king, Tutankhamun. It was the only tomb of a pharaoh ever found that had not already been robbed. Because of Carter's discovery, we now know what the ancient Egyptians put into their tombs.

Found in Tutankhamun's tomb were **toys, games, beds, bottles of perfume, cosmetic kit, necklaces, jewels** of all kinds, **gold statues** of the gods. Inside a golden shrine guarded by 4 golden goddesses, was the **sarcophagus of Tutankhamun**. Inside it were **3 body-fitting coffins**. Tutankhamun's mummy was inside the last one. **COLOR the body-fitting coffin on the RIGHT with BLUE, GOLD (if you have it, or YELLOW) and RED.**

In the space above draw one of the things found inside Tutankhamun's tomb

ANUBIS God of the Mummy, wrapping Osiris in mummy cloth

OSIRIS GOD OF THE DEAD
Osiris had a brother named Seth. Seth was jealous of Osiris. He tricked Osiris into climbing inside a box. Seth cut the box with Osiris in it, into 16 pieces and threw them into the Nile River. Isis, the wife of Osiris found all the pieces and gave them to Anubis, God of the Mummy. Anubis put the pieces of Osiris back together and wrapped them with mummy cloth. Osiris came to life. Osiris is always shown in Egyptian paintings dressed as a mummy.



EGYPTIAN GODS AND GODDESSES
On a larger piece of paper **DRAW** your own idea of how these gods and goddesses looked, or **COLOR** them any way you would like.

HORUS God of the Rising Sun. His one eye was the Moon. The other was the Sun. He was the son of Isis and Osiris.

OSIRIS God of the Dead

ISIS, Goddess of Womanhood

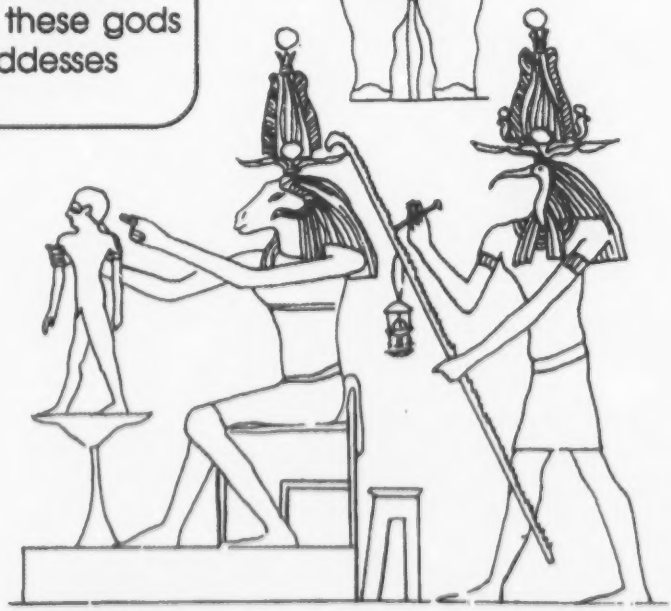
NEKHEBET, Vulture Goddess of Royalty

NUT, Sky Goddess with stars. **SHU**, God of the Air holds up the sky. **GEB**, God of the Earth lies beneath.

AMUN, most powerful God of the New Kingdom

BES, God of Marrige and Family Happiness.

EGYPTIAN GODS AND GODDESSES
On a larger piece of paper DRAW your own idea of how these gods and goddesses looked.



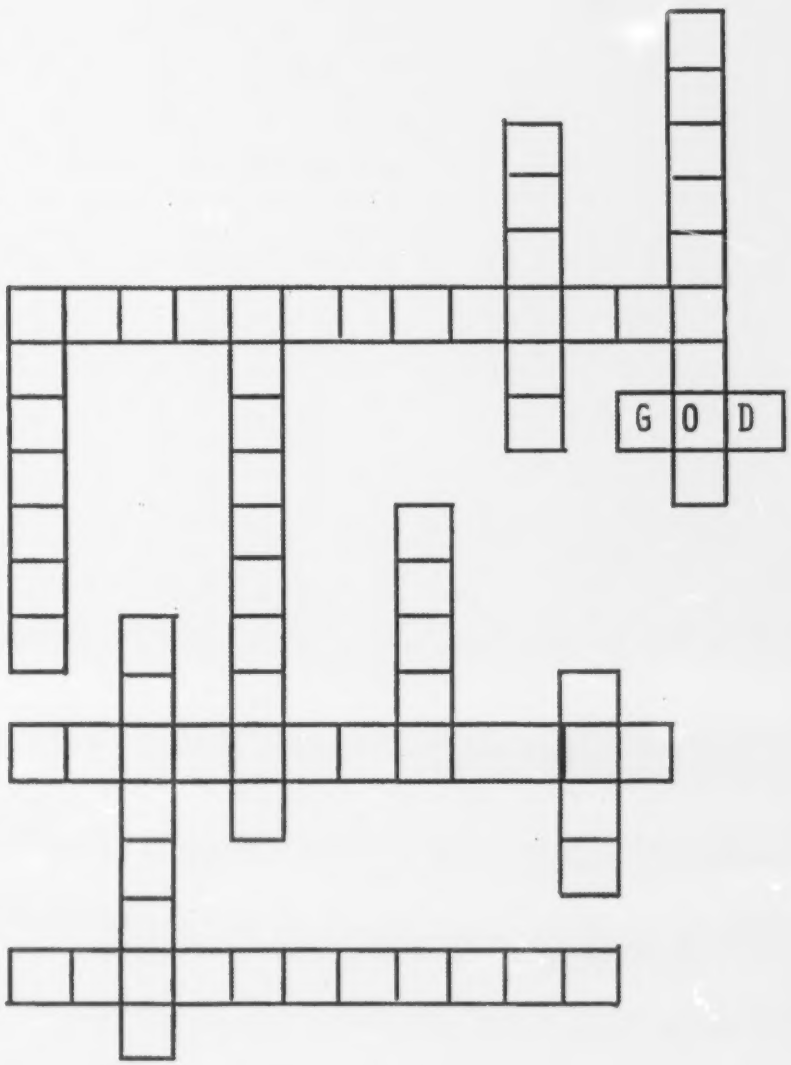
KHNUM creates a man on the potter's wheel. **THOTH** marks the man's life span.

ANCIENT EGYPTIAN "FILL IN THE WORDS" PUZZLE

Can you fit all the words from the list into the puzzle grid? (Hint - each word has a different number of letters and will only fit in one place.) The first word has been put in to get you started.

WORD LIST

3 - God
4 - Nile
5 - Mummy
6 - Serdab
7 - Chamber
8 - Treasure
9 - False Door
10 - Old Kingdom
11 - Sarcophagus
12 - Hieroglyphic
13 - City of the Dead



ANCIENT EGYPTIAN 'LOOP-A-WORD'

Can you find all the words about Egypt hidden in the square of letters below? When you find them, draw a circle around them, just like the circle around the word "mastaba." Cross the word off the list once it has been circled.

Here are the words you can find:

EGYPTIAN
PYRAMID
MASTABA
PHARAOH
COLUMNS
TEMPLE
TOMB
KA
STATUE

E G Y P T I A N X
Q S Y Y O K J V P
T T U R S Q Z X H
E A M A S T A B A
M T E M S X V B R
P U M I T O M B A
L E I D K L S M O
E Y W S Z K A O H
C O L U M N S P Q

SEE HOW MANY YOU CAN GET RIGHT!

Mark the box with the correct answer.

1.

- ☐ A. Anubis, God of the Mummy wrapping Osiris.
- ☐ B. Dad tucking you into bed.

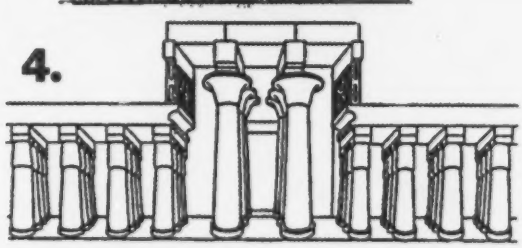
2.

- ☐ A. Ancient Astronaut in his fishing boots.
- ☐ B. Mummy of TUTANKHAMUN.

3.

- ☐ A. OSIRIS, God of the Dead and his wife ISIS
- ☐ B. Mom and Dad on their way to a costume pary.

4.



- ☐ A. Pieces on a chess board
- ☐ B. Egyptian invention of the CLERESTORY WINDOW

5.

- ☐ A. ANUBIS weighing the soul, or KA inside the pot.
- ☐ B. Little Red Riding Hood meets the wolf.

6.

- ☐ A. NUT, the Sky Goddess, SHU God of the Air, GEB, God of Earth at her feet.
- ☐ B. Acrobats at a circus.

7.

- ☐ A. Your Principal waiting to see you.
- ☐ B. Statue of QUEEN HATSHEPSUT, c 1500 BC